

AGENDA (deadlines) for WP10

2012.09.13-15	Warsaw Seminar opening WP10
2012.09.13 (Thu)	- arriving of participants, welcome reception
2012.09.14 (Fri)	- working day
2012.09.15 (Sat)	- working day until the lunch, departure of participants <i>detailed information will be introduced and discussed in Netherlands</i>
2012.11.15	National case studies on Quality and Teaching Staff completed and sent to PL
2012.12.31	Comparative study on Quality and Teaching Staff - draft
2013.01.31	Comparative study on Quality and Teaching Staff - final

Template for the national study

Policy context

Methodology: analysis of documents and semi-structured interviews including number of respondents interviewed/contacted in individual categories, e.g. management of the HEI responsible for teaching performance on the institutional and faculty level, management of the HEI responsible for internal quality assurance in teaching, HR unit staff, selected teaching staff, selected students.

Answering the research questions:

Q1: ...

Q2; ...

Q3:...

Major findings on policy recommendation, including:

- Identification of barriers to implementation of teaching staff quality assurance procedures with relevance to supranational level
- Identification of barriers to implementation of staff quality assurance procedures with relevance to national level
- Identification of barriers to implementation of staff quality assurance procedures with relevance to institutional level
- Identification of examples of good practice – if applicable to any of the three levels

Research Questions

Question 1:

Q1. What is the institutional policy on assuring quality of teaching staff? How it is related to the national rules concerning QA and employment?

Note: good to trace especially as follows (or according to your national background):

- How the HEI unit responsible for HR takes into account the QA issues?
- Number of teaching staff/students ratio accepted at the HEI; national regulations concerning it (if any)
- How the load of teaching is determined (on institutional and national level)

Key respondents:

- Management responsible for HR on the institutional and faculty level
- Management responsible for internal quality assurance

Question 2:

Q2. What are the criteria of staff recruitment and appointment procedures? How they assure the quality of teaching?

Note: good to trace especially as follows (or according to your national background):

- What kind of certificates and/or past experiences in teaching (other experiences) are required?
- Is the teaching staff allowed to have more than one full time position? If yes, what are the positive and negative results for the teaching quality?

Key respondents:

- Management responsible for HR on the institutional and faculty level
- Management responsible for internal quality assurance
- Selected teachers

Question 3:

Q3: How the HEI is supporting the quality of teaching performance?

Note: good to trace especially as follows (or according to your national background):

Q3a: In which way the HEI is supporting development of teaching skills?

- Are there trainings (programs) assessing/ developing / improving teaching skills? If yes – are they compulsory for teachers?
- How teachers are supported by HEI with problems of diversification of students competencies or deficit of knowledge (e.g. secondary graduates, students of the 2nd cycle graduated of different programmes), ...

Q3b: How the HEI is supporting quality of teaching performance by modernisation of teaching equipment, size of students groups, ...

Key respondents:

- Selected teaching staff
- Selected students
- Staff of unit / programs for development of teaching skills (if exist)

Question 4:

Q4: How the quality of teaching performance is assessed? In which way the assessment is done? How does the HEI use results of the assessment?

Note: good to trace especially as follows (or according to your national background):

- What are the main tools of assessment: students reviews, exams results, periodic general assessments of the teaching staff, other measures ?
- What is the students role in the assessment?
- Is there any influence impact of them on the HR policy?
- What if individual staff teaching performance continues to be demonstrably ineffective?

Key respondents:

- Management responsible for HR on the institutional and faculty level
- Management responsible for internal quality assurance
- Selected teaching staff
- Selected students

Question 5:

Q5: How teachers are motivated by the HEI to assure and improve the quality of teaching?

Note: good to trace especially as follows (or according to your national background):

- How is assessment of teaching performance used for motivation systems?
- Are there at the HEI any financial and non-financial motivation tools dedicated to the teaching activities?

Key respondents:

- Management responsible for HR on the institutional and faculty level
- Management responsible for internal quality assurance
- Selected teaching staff

Question 6

Answers for Q6 are particularly important for Ewa for writing the chapter on teachers at the project book. You can ask it additionally just gathering respondents opinions/impressions on the issue. Your own opinion is also heartily invited.

Q6: Who is (what does it mean to be) a good university teacher? (in opinion of respondents).

- What is the opinion of the teaching staff concerning relationship between their understanding of “being a good teacher” and the ESG characteristics of it.

Key respondents:

teachers and students mainly, if possible also management staff (it is interesting to confront the opinions of the three groups).